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ABSTRACT

Standards for programs serving multiply handicapped-visually handicapped students are presented in one of 16 self study and evaluation guides. Standards encompass the following 10 areas: planning and organization, personnel, basic personal independence, communications, development of personal awareness, music, motor development, prevocational training, work experience programs, and program evaluation. (CL)

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SELF-STUDY AND EVALUATION GUIDE | 1979 Edition

Program for Multihandicapped Students

NATIONAL ACCREDITATION COUNCIL
For Agencies Serving the Blind and Visually Handicapped

79 Madison Avenue
New York, N.Y. 10016

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INSTRUCTIONS

PRELIMINARY STEPS. Two steps should precede the use of this section in a self-study.

1. All persons involved in the self-study should become familiar with *Section A, Manual of Procedures* for an understanding of the background and purposes of accreditation and the procedures to be followed in conducting a self-study using the various self-study and evaluation guides published by the National Accreditation Council.
2. Members of the self-study committee assigned to complete this guide should review the organization's statement of philosophy of service as a basic reference for the self-study.

RATING. In the parentheses () preceding each standard, enter the letter representing the final evaluation reached in the self-study. Often, improvements are implemented during the self-study. In such instances, the ratings selected should represent conditions at the end of the self-study.

E – Excellent. The standard is met fully or exceeded.

S – Satisfactory. The standard is met substantially.

A – Adequate. The standard is met fairly well but some improvements could be made.

P – Poor. The standard is met only partially and improvements should be made.

M – Minimal. The standard is met to a small extent or not at all and substantial improvements should be made.

NA – Not Applicable. The standard does not apply for reasons stated under *Comments*.

COMMENTS. Throughout the section, space is provided after groups of standards for written comments. An explanation of the rating or any important feature or characteristic of the program can be noted here. Also, the reason why a particular standard or group of standards is not felt to apply to the organization can be outlined.

PROGRAMMING FOR IMPROVEMENT. This concluding part of the guide contains seven questions which provide an opportunity to list the outstanding features of the program and how it benefits the persons served. The questions also call for a listing of past improvements and those which are yet to be accomplished. Plans for improvement initiated as a result of the self-study should be included.

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SELF-STUDY AND EVALUATION GUIDES

This self-study and evaluation guide is designed to be used in combination with other guides, listed below, available from the National Accreditation Council. An organization undertaking a self-study in applying for accreditation needs to use the following. A, either B-1 or B-2, all C sections, those D sections for the services provided, an E form for certain staff members and F.

<u>Section</u>	<u>Title and Edition</u>
A	Manual of Procedures (1979)
B-1	Agency Profile (1979)
B-2	School Profile (1979)
C-1	Function and Structure (1977)
C-2	Accounting for Services and Finances (1976)
C-3	Personnel Administration and Volunteer Service (1968)
C-4	Physical Facilities (1975)
C-5	Public Relations and Fund Raising (1968)
D-2A	Orientation and Mobility Services (1977)
D-2B	Orientation and Mobility Services (Dog Guide Programs) (1968)
D-3	Rehabilitation Centers (1968)
D-4	Workshop Services (1976)
D-5	Social Services (1968)
D-6	Vocational Services (1976)
D-7	Production of Reading Materials (1970)
D-8	Rehabilitation Teaching Services (1977)
D-15	Preschool Services (from Birth to Six) (1979)
D-16	Other Service Program (1979)
D-20	Curriculum Planning and Evaluation (1979)
D-21	Program for Multihandicapped Students (1979)
D-22	Program for K-12 Students (1979)
D-23	Program for Independent Living (1979)
D-24	Educational Resources Program (1979)
D-25	Leisure Education (1979)
D-26	Residential Living Program (1979)
D-27	Health Services (1979)
D-28	Educational Diagnostic and Counseling Services (1979)
E	Individual Staff Member Information Form (1977)
F	Evaluation Summary and Report (1979)

Sections D-2A through D-8 are applicable primarily to "agencies" and D-20 through D-28 primarily to "schools." D-15 is used for preschool services in any setting. Similarly, D-16 is used by all organizations for services for which NAC does not have specific standards such as radio reading service or special summer program.

STANDARDS PERSONNEL

COMMISSION ON STANDARDS. Wesley D. Sprague, *Chairman*, Executive Director, The New York Association for the Blind

Larry Baker, D.B.A., Associate Professor
of Management & Organizational Behavior
University of Missouri, St. Louis

Fred McDonald, Consultant
Chicago, Illinois

John M. Crandell, Jr., Ph.D.
Professor of Educational Psychology
Brigham Young University

Robert T. McLean, Ph.D.
Professor of Mathematical Sciences
Loyola University, New Orleans

Ralph L. Hoag, Ed.D., Superintendent
Arizona School for the Deaf and the Blind

Geraldine T. Scholl, Ph.D.
Professor of Education
University of Michigan

John R. May, Executive Director (Ret.)
San Francisco Foundation

Donald H. Wedewer, Executive Director
Florida Division of Blind Services

COORDINATING COMMITTEE, EDUCATION STANDARDS PROJECT. Geraldine T. Scholl, *Chairman*

Larry Baker

Ferne K. Roberts, Associate
Professor of Special Education
Hunter College

Verna S. Hart, Ed.D., Associate
Professor, Early Childhood & Handicapped
University of Pittsburgh

Susan J. Spungin, Ed.D.
Specialist in Education
American Foundation for the Blind

William J. McConnell
Virginia School at Hampton

Richard G. Umsted, Ed.D., Superintendent
Illinois School for the Visually Impaired

Susan Miller, Visually Impaired
Consultant, Intermediate School District
Traverse City, Michigan

Charles C. Woodcock, Director
Perkins School for the Blind

PROJECT SUBCOMMITTEE WHICH FORMULATED THIS SECTION. Ferne K. Roberts, *Chairman*

E. Lynne Albright, Coordinator
New Hampshire State Educational Services
for the Visually Handicapped

Carol M. Derouin, Teacher of
Communication Skills and Field Service
Oregon State School for the Blind

Robert Brasher
Home Life Director
Arkansas School for the Blind

J. York Hudgins, Scottdale, Georgia
Director of Special Education
DeKalb County Board of Education

Susan Miller

STAFF. Richard W. Bleecker, Ed.D., *Project Director*
Huesten Collingwood, *Project Administrator and General Editor*

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This self-study and evaluation guide was developed as part of a two year project to revise and update the *Self-Study and Evaluation Guide for Residential Schools* published in 1968 by the National Accreditation Council (NAC). The Commission on Standards, under whose purview NAC conducts standards projects, was fortunate in being able to benefit from the volunteer services of Dr. Geraldine T. Scholl, a member of the Commission and the principal consultant for the 1968 *Guide*, who chaired this project and its Coordinating Committee.

A subcommittee headed by Mrs. Ferne K. Roberts undertook the considerable challenge of updating the content of 19 sections of the 1968 *Guide* which dealt primarily with K-12 curriculum. Assisting Mrs. Roberts were Lynne Albright, Robert Brasher, Carol Derouin, York Hudgins and Susan Miller. This section was developed "from scratch" since the 1968 *Guide* contained no specific standards for a program for multihandicapped students. Mr. Hudgins and Mrs. Miller collaborated to prepare the initial draft. Revisions were undertaken at a subcommittee meeting in April 1977 and in June of that year, the Coordinating Committee approved the draft for national review.

Seven schools for the blind field tested the national review draft in the Fall of 1977 by using it in realistic self-studies conducted according to NAC's regular procedures. Much appreciation is extended to the following schools which completed the field tests: Department for the Blind, Florida School for the Deaf and the Blind; Foundation for Blind Children, Scottsdale, Arizona; Mississippi School for the Blind; New York Institute for the Education of the Blind; St. Joseph's School for the Blind, Jersey City, New Jersey; Department for the Blind, Virginia School at Hampton and the Wisconsin School for the Blind. Also, two other schools used this draft in self-studies conducted in the school year 1977-78.

From these schools and from reviews by other individuals and groups, came many comments and suggestions for improving the draft. It is not possible to name all the individuals who provided such input, but they represented all categories of school staff, parents and other knowledgeable persons. All of their ideas on this section were considered by the subcommittee when it prepared a revised draft in the Spring of 1978.

This revised draft was carefully reviewed by the Coordinating Committee in June 1978 which recommended that it be approved by the Commission on Standards. This was accomplished at the November 1978 meeting of the Commission. Later that month, the Board of Directors gave final approval to the draft and authorized its publication for use in NAC's accreditation program.

Sincere appreciation is extended to the following foundations whose financial support made the project possible:

The Bodman Foundation, New York, New York;
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Assistance to the Coordinating Committee and project subcommittee was provided by NAC staff. In particular, Dr. Richard W. Bleecker served as project director. The project administrator and general editor was Huesten Collingwood.

PROGRAM FOR MULTIHANDICAPPED STUDENTS

INTRODUCTION

Schools for the blind and visually handicapped have accepted increasing responsibility for providing specific services to meet the developmental and educational needs of students who have significant handicaps to learning in addition to visual impairment. The standards in this self-study and evaluation guide are designed to apply to programs for such severely to moderately multihandicapped, visually impaired children and youth, of preschool ages and above.

The school's program for multihandicapped students should meet the developmental and educational needs of students ranging from the lowest functioning level to that of multihandicapped students who are approaching the capability to function beneficially in the school's K-12 instructional program (see *Section D-22*).

Placement in a program for multihandicapped students presupposes a careful and thorough educational diagnosis (see *Section D-28*) and the availability of a suitable range of learning opportunities geared to the individual needs of each multihandicapped student. The growth and development of students enrolled in the program need to be assessed on an on-going basis in order to ensure timely detection of student readiness for more challenging educational programming. The mere presence of one or more handicapping conditions (e.g., orthopedic defect) does not necessarily call for placement in a program for multihandicapped students. Rather, the developmental level and learning abilities of the individual should be the determining factors.

The standards in this self-study and evaluation guide are designed to be helpful in planning and evaluating programs for multihandicapped students. Such programs should be constructed and implemented to meet the individual as well as group needs of the students. The overall goal of these programs should be to enable each student to reach the optimum levels of individual awareness, skills and personal independence commensurate with abilities. All components of the curriculum should be consistently directed toward this goal.

Schools which serve more than one group of multihandicapped students (e.g., deaf-blind, retarded blind) and for which distinct and separate programming is provided, should conduct a separate self-study of each program. This may be accomplished by using separate copies of this self-study and evaluation guide for each program. Each booklet should be distinctly identified (e.g., *Section D-21.1, Deaf-Blind Program; Section D-21.2, Program for Retarded Blind Students; etc.*) on the front cover.

It should be noted that both this section and *D-15, Preschool Services* can be applied to programs serving low functioning, multihandicapped students in the preschool years. If services to this population are provided as an integrated continuum beginning in the preschool years and extending above age six, then *Section D-21*, should be used.

On the other hand, if the organization transfers students who reach school age to another program or facility, such as a K-12 day or residential school program or to another specialized program for multihandicapped students over age six, then *D-15, Preschool Services* should be utilized in the self-study of services to the youngest age children and their families.

Although this self-study and evaluation guide was developed primarily for special, residential schools for the blind, it is also useful for evaluation of agency-based programs for multihandicapped adults. If a program for deaf-blind or other multihandicapped persons has a major component of teaching skills for personal independence, this section should be used in the self study.

PROGRAM FOR MULTIHANDICAPPED STUDENTS

THE STANDARDS1. PLANNING AND ORGANIZATION

- () 1.1 PHILOSOPHY. The program for multihandicapped students is consistent with the school's statement of philosophy of service as approved by the governing authority.

Comments:

- () 1.2 PURPOSE. The purpose of the program for multihandicapped students is to provide individualized instruction to assist in the development of knowledge and skills for optimum independent living.

- () 1.2.1 Functioning Levels. The program is designed to help each student achieve a level of functioning commensurate with individual abilities or to a level which enables the student to function successfully in the school's K-12 program or in some other appropriate setting.

- () 1.2.2 Integration. Without sacrificing the benefits of specialized programming, multihandicapped students are integrated to the maximum extent feasible into the total school program.

- () 1.2.3 Statement of Purpose. The purpose of the program for multihandicapped students is set forth clearly in writing.

Comments:

- () 1.3 PLANNING. A variety of methods is used for systematic planning of the program for multihandicapped students.

- () 1.3.1 Long Range Planning. A written long range plan establishes major program goals and projects the human, physical and financial resources needed to achieve them.

- () 1.3.1.1 The major long range goals of the program for multihandicapped students are coordinated with the school's long range plans for overall curriculum.

- () 1.3.1.2 The plan extends for a specified time beyond the present school year and is updated at stated intervals.

Comments:

- () 1.3.2 Annual Planning. A specific written program and financial plan for the program for multihandicapped students is prepared for each fiscal year.
- () 1.3.2.1 The annual plan includes a statement of measurable objectives to accomplish the stated goals.
- () 1.3.2.2 The coordinator of the program for multihandicapped students and other appropriate personnel assist in preparation of the annual plan.

Comments:

- () 1.3.3 Individualized Education Program. A written, individualized education program is prepared and implemented for each student.
- () 1.3.3.1 Information emanating from this program pertaining to initial assessment of abilities, instructional goals and periodic assessment of progress and achievements is incorporated into each student's central record.
- () 1.3.3.2 When needed to implement the individualized education program, instruction is made available from any school department or program regardless of the student's age, sex, ability or developmental level or long term goal.
- () 1.3.3.3 The written individualized education program is interpreted to each student, parent or guardian in their preferred language or mode of communication.

Comments:

- () 1.3.4 Short Range Planning. Personnel in the program for multihandicapped students maintain open channels of communication through conferences and exchange of written communications to facilitate day-to-day planning, problem solving and coordination with other school programs.

Comments:

- () 1.3.5 Coordination with Others. Sustained efforts are made to coordinate the school's own planning with similar efforts of local education agencies, other institutions and agencies serving the multihandicapped and the state department of education.

Comments:

- () 1.3.6 Participation in Planning. Planning for the program for multi-handicapped students is broadly based with provisions for appropriate participation by members of the governing or advisory body, school administrators, the coordinator of the program for multihandicapped students, teachers, houseparents, aides or paraprofessionals and other staff, volunteers, students, parents or guardians and other consumers, specialized consultants and personnel of local education agencies, other agencies and institutions serving the multihandicapped and the state department of education.

Comments:

- () 1.4 STUDENTS SERVED. The school defines and identifies in writing the children and youth who are eligible for placement in the program for multihandicapped students.
- () 1.4.1 Educational Diagnosis. A thorough and comprehensive educational diagnosis precedes placement in the program.
- () 1.4.2 Age. The lower and upper limits of chronological age are specified for entry and continuance in the program.
- () 1.4.3 Appropriateness. A student is served in the program as long as it is serving an appropriate educational purpose for that student.
- () 1.4.3.1 A more suitable placement is arranged for the student who cannot benefit from the educational program.
- () 1.4.3.2 A student who has achieved a level of functioning needed for the school's K-12 program or for a community day school program is transferred there.

Supplementary Information: List below the major handicaps in addition to blindness in the order of their frequency among the students served by this program:

Comments:

- () 1.5 ORGANIZATION. The program for multihandicapped students is clearly and purposefully organized.
- () 1.5.1 Structure. The school's organizational chart locates this program within the school's administrative structure.

- () 1.5.2 Coordination. A staff member is assigned, on a full-time basis, to coordinate or supervise the program for multihandicapped students.
- () 1.5.3 Assignment of Responsibilities. Job descriptions of all personnel in the program for multihandicapped students spell out their responsibilities for the program.

Comments:

2. PERSONNEL

- () 2.1 NUMERICAL ADEQUACY. A sufficient number of qualified personnel, teachers, occupational and physical therapists, speech and language specialists, houseparents, aides or paraprofessionals, volunteers and others, is made available because of the highly individualized nature of this program and to meet applicable state regulations.

Comments:

- () 2.2 COORDINATOR. The school designates a coordinator of the program for multihandicapped students who meets one or the other of the following qualifications (A or B):

A. Certification

B. Specified Preparation

- () 2.2.1A Possession of a valid state certificate or license to teach visually handicapped, severely/profoundly handicapped or multihandicapped students or possession of a certificate to teach visually handicapped students from the Association for Education of the Visually Handicapped.
- () 2.2.1.B Graduation from an undergraduate or graduate degree program for teachers of visually handicapped or multihandicapped students in an accredited teacher preparation program at an accredited college or university.
- () 2.2.2 Management. The coordinator demonstrates skills in curriculum planning, implementing and evaluating the curriculum and in coordinating the efforts of the various personnel involved in the program for multihandicapped students.
- () 2.2.3 Knowledge about Blindness. The coordinator evidences understanding of the effects of blindness or other visual impairment and multihandicapping conditions upon the student's functioning.

Comments:

- () 2.3 TEACHERS. The school employs teachers in the program for multi-handicapped students who meet one or the other of the following qualifications (A or B):

A. Certification

B. Specified Preparation

- () 2.3.1A Possession of a valid state certificate or license to teach visually handicapped, severely/profoundly handicapped or multi-handicapped students or possession of a valid certificate to teach visually handicapped students from the Association for Education of the Visually Handicapped.
- () 2.3.1B Graduation from an undergraduate or graduate degree program for teachers of visually handicapped or multihandicapped students in an accredited teacher preparation program at an accredited college or university.
- () 2.3.2 Child Growth and Development. Teachers evidence thorough knowledge of normal child growth and development.
- () 2.3.3 Perspective. Teachers demonstrate a positive understanding of the expectancy levels of achievements of multihandicapped students.
- () 2.3.4 Transferring Skills. Teachers possess the skills and strength to lift or move safely nonambulatory students.
- () 2.3.5 Coordinating Skill. Teachers demonstrate skill to coordinate the activities of all personnel in the classroom.
- () 2.3.6 Special Skills. Teachers demonstrate knowledge and skills in positioning and feeding multihandicapped students and in teaching the use of various aids and appliances to them.

Comments:

- () 2.4 AIDES OR PARAPROFESSIONALS. Job descriptions of aides or paraprofessionals specify the minimum requirements of education, background and skills deemed necessary for working with multi-handicapped students and specify their duties.
- () 2.4.1 Certification. Aides or paraprofessionals possess valid state certificates or licenses for this work whenever applicable.
- () 2.4.2 Child Growth and Development. Aides or paraprofessionals demonstrate sound, practical knowledge of normal child growth and development.

- () 2.4.3 Perspective. Aides or paraprofessionals demonstrate a positive perspective toward working with multihandicapped students.
- () 2.4.4 Supervision. Aides or paraprofessionals evidence ability to accept direction and supervision by the teacher.
- () 2.4.5 Transferring Skills. Aides or paraprofessionals possess the skills and strength to lift or move safely nonambulatory students.
- () 2.4.6 Special Skills. Aides or paraprofessionals demonstrate knowledge of the communications systems used by the students with whom they work.

Comments:

- () 2.5 HOUSEPARENTS. The school employs houseparents to work with multihandicapped students who meet one or the other of the following qualifications (A or B):

A. Certification

B. Specified Preparation

- () 2.5.1A Possession of a valid state certificate or license as a houseparent or child care worker or possession of a valid certificate as a houseparent from the Association for Education of the Visually Handicapped.
- () 2.5.1B Graduation from high school or the certified equivalent.
- () 2.5.2 Knowledge of Children and Youth. Houseparents demonstrate sound, practical knowledge of normal child growth and development, health, hygiene and nutrition.
- () 2.5.3 Perspective. Houseparents demonstrate a positive perspective toward working with multihandicapped students.
- () 2.5.4 Ability to Relate. Houseparents are able to relate positively to other school personnel and parents or guardians.
- () 2.5.5 Transferring Skills. Houseparents possess the skills and strength to lift or move safely nonambulatory students.
- () 2.5.6 Communications Skills. Houseparents are skilled in using the communications systems employed by the students with whom they work.

Comments:

- () 2.6 VOLUNTEERS. Volunteers are utilized in the program for multihandicapped students.
- () 2.6.1 Administration. Volunteers are recruited, screened, trained, placed, supervised, evaluated and recognized according to the standards in *Section C-3, Personnel Administration and Volunteer Service.*
- () 2.6.2 Assignments. Volunteers are assigned tasks which are appropriate to their interests, skills and training (check those of the following assignments given to volunteers):
- _____ Assisting in teaching communications, living and prevocational skills
 - _____ Supervising students' practice of newly introduced skills
 - _____ Assisting in the moving of nonambulatory students
 - _____ Assisting in the use of equipment used in the classroom
 - _____ Providing secretarial or clerical help
 - _____ Other (specify)

Comments:

- () 2.7 INSERVICE TRAINING. Provision is made in the school's staff development plan for an on-going program of inservice training for all personnel involved in the program for multihandicapped students including teachers, houseparents, aides or paraprofessionals and volunteers.
- () 2.7.1 Coordination. The coordinator of the program for multihandicapped students is involved in the planning and the provision of the program of inservice training.
- () 2.7.2 Handicaps. Information is presented about the combined effects of visual impairment and other handicapping conditions on behavior and performance.
- () 2.7.3 Communications Systems. Provision is made to train personnel having direct contacts with multihandicapped students in the various communications systems employed by the students.
- () 2.7.4 Other. Other information, including safety and emergency procedures, timely topics and subjects which need special attention is included as appropriate for each category of participating personnel.

Comments:

- () 2.8 PARENT INVOLVEMENT. Parents or guardians play an integral part in planning their child's individualized education program.
- () 2.8.1 Parent Instruction. Parents or guardians are provided information concerning limitations and abilities of their child and methods used in teaching their child.
- () 2.8.1.1 Workshops are conducted for parents or guardians.
- () 2.8.2 Home Visits. School staff members visit students' homes to assist parents or guardians in promoting student use, in the home environment, of skills acquired at school.

Comments:

3. BASIC PERSONAL INDEPENDENCE

- () 3.1 PURPOSE. The purpose of the basic personal independence program is to help each student to attain skills in basic functions in order to form a base for maximum independence in living.

Comments:

- () 3.2 SCOPE. Instruction in skills of personal independence permeates the total program for multihandicapped students.
- () 3.2.1 Assessment. The student's achievements are continuously assessed and the individualized education program frequently modified accordingly.

Comments:

- () 3.3 PERSONNEL. Planning, implementation, assessment and follow-up involve all school personnel who have regular contact with the student.

Comments:

- () 3.4 INSTRUCTIONAL CONTENT AND ACTIVITIES. Instruction in basic personal independence continues throughout the student's waking hours and is directed toward clearly formulated, comprehensive written objectives shared by all concerned.
- () 3.4.1 Toileting. Toilet training is carried out using consistent techniques.
- () 3.4.1.1 Physically handicapped students are encouraged to be as independent as possible.
- () 3.4.1.2 Enough time is allowed for the student to care for individual needs.
- () 3.4.1.3 Each student is rewarded or encouraged with consistent and predetermined type of praise.
- () 3.4.1.4 Male students are taught to stand to urinate.
- () 3.4.1.5 Handwashing following toileting is a regular part of training.
- () 3.4.1.6 Instruction is given to nonverbal students to enable them to communicate needs through appropriate gestures and signs.

Comments:

- () 3.4.2 Dressing. Dressing skills are taught whenever the student is putting on or taking off clothes until satisfactory proficiency is achieved.
- () 3.4.2.1 Each student is encouraged to attain the maximum level of skill in dressing and undressing.
- () 3.4.2.2 A student is given only as much help as is necessary.
- () 3.4.2.3 Classroom activities supplement and support dressing skills taught in living units.
- () 3.4.2.4 Verbal descriptions of clothing, as well as signing when appropriate, accompanies instruction in dressing.
- () 3.4.2.5 Parents and school staff work cooperatively on teaching dressing skills.

Comments:

- () 3.4.3 Grooming. Instruction in personal cleanliness and appearance is an integral part of and coordinated with other aspects of developing personal independence skills.
- () 3.4.3.1 Specific instruction in personal cleanliness is given to each student.
- () 3.4.3.2 Both male and female students are taught proper care of nails, hair and teeth.
- () 3.4.3.3 Males are instructed in shaving effectively and safely.
- () 3.4.3.4 Females are instructed in feminine hygiene and care of self during menstruation.
- () 3.4.3.5 Appropriate sex education is provided to both male and female students.

Comments:

- () 3.4.4 Clothing Care. Each student is given instruction in basic clothing care.
- () 3.4.4.1 The student sorts clothes after laundering.
- () 3.4.4.2 Each student has an established place for each article of clothing.
- () 3.4.4.3 Each student is responsible for putting away personal laundry.

Comments:

- () 3.4.5 Eating. Eating skills and basic etiquette are included in the basic personal independence curriculum.
- () 3.4.5.1 Self-feeding skills are taught when necessary.
- () 3.4.5.2 The student is taught to scoop and to carry the spoon to the mouth.
- () 3.4.5.3 The student is taught to pick up a glass and drink.
- () 3.4.5.4 When indicated, the student is taught to chew.
- () 3.4.5.5 Instruction is given in proper use of other table utensils as appropriate.
- () 3.4.5.6 Verbal instruction is supplemented by signing and "hand-over-hand" demonstration when needed.

Comments:

- () 3.4.6 Social Graces. Learning experiences are provided in the social graces (check those experiences which are included in planned instruction):

_____ Sitting or standing still at proper times
_____ Opening the door for guests
_____ What to do when a guest arrives
_____ Proper table setting and cleaning
_____ Proper serving of food
_____ Social behavior at gatherings or events
_____ Other (specify)

Comments:

- () 3.5 FACILITIES, MATERIALS AND EQUIPMENT. Appropriate facilities, materials and equipment are provided in sufficient quantity, quality and variety.
- () 3.5.1 Facilities and Equipment. All facilities are barrier free and accessible to multihandicapped students.
- () 3.5.1.1 Bathroom equipment of the correct size and height is easily available to the students.
- () 3.5.1.2 Bathrooms have adaptive devices for the physically handicapped.
- () 3.5.1.3 Laundry equipment is provided for student use.

Comments:

- () 3.5.1.4 Closets, shelves and hooks are located where students can reach them.
- () 3.5.1.5 Proper eating utensils, of the appropriate sizes, are provided.
- () 3.5.1.6 Adaptive eating utensils are provided for the physically handicapped.
- () 3.5.2 Supplies. Shampoos, soap, brushes, razors and sanitary supplies are provided to a student if parents or guardians do not do so.
- () 3.5.2.1 Provisions are made to repair clothing when damaged at school.

Comments:

4. COMMUNICATIONS

- () 4.1 PURPOSE. The communications curriculum in the program for multihandicapped students is designed to afford each student the opportunity to learn a method or methods of communicating and interacting with the individuals in the environment.

Comments:

- () 4.2 SCOPE. Within the range of individual abilities of the multihandicapped students, the communications curriculum ranges from a level of sensory awareness to a level of skills comparable to the primary level of instruction.

Comments:

- () 4.3 PERSONNEL. The teaching staff has professional training and skill in providing a full range of instruction in communications appropriate to the full ability range of multihandicapped students.

- () 4.3.1 Communications Systems. Teachers are able to provide instruction in all communications systems (check the following communications systems teaching staff are prepared to teach):

- | | |
|--|--|
| _____ Communications by gestures and body language | _____ Other system than speech and signing, (e.g., Bliss System, Tadoma Method, Total Communications Method, etc.) |
| _____ A widely recognized signing system | |
| _____ Braille readiness, reading and writing | _____ Other (specify) |

Comments:

- () 4.3.2 Language Development. The teaching staff demonstrates knowledge and understanding of the sequence of language development in the total communications program (check the following knowledges incorporated into communications instruction):

- | | |
|----------------------|---------------------------|
| _____ Sensation | _____ Expressive language |
| _____ Perception | _____ Receptive language |
| _____ Inner language | _____ Other (specify) |

Comments:

- () 4.3.2.1 The staff includes a language specialist with appropriate training and skill to assist other staff with the students' language development through the broad range of communications skills.
- () 4.3.2.2 Speech therapy services are provided to all students who need them.

Comments:

- () 4.4 INSTRUCTIONAL ACTIVITIES. Instructional activities in communications contribute to the implementation of the individualized education program by helping multihandicapped students acquire use of communications systems appropriate to the individual student in a sequential and developmental manner.
- () 4.4.1 Sensory Training. The curriculum includes provision for instruction in the use of all senses and it is designed in a manner to challenge the abilities of each student.
- () 4.4.1.1 Auditory training is made available to each student who needs it.
- () 4.4.1.1.1 Every student needing auditory training has an individual plan based on a professional evaluation and which encourages the use of residual hearing.
- () 4.4.1.1.2 Efforts are made to have the individual plan implemented by all personnel including parents or guardians.
- () 4.4.1.1.3 Lessons are planned to provide for the individual student's sequential development of auditory perception skills.
- () 4.4.1.1.4 Auditory training activities are coordinated with other areas of learning.
- () 4.4.1.1.5 In all situations every effort is made to make the school's environment conducive to auditory training.
- () 4.4.1.1.6 Specific instruction is provided to develop skill in using instructional materials and equipment.
- () 4.4.1.1.7 Specific activities are provided in order to prepare students for formal and informal audiological assessment.

Comments:

- () 4.4.1.2 Vision training is provided to each student who needs it.
- () 4.4.1.2.1 An individualized program in vision training is followed for each student who needs such training.
- () 4.4.1.2.2 Specific instruction is provided by the classroom teacher to encourage utilization of residual vision, when appropriate.
- () 4.4.1.2.3 The student is encouraged to utilize vision on a consistent basis in all activities.
- () 4.4.1.2.4 Lessons are planned to provide for the individual student's sequential development in visual perception.
- () 4.4.1.2.5 Vision training activities are coordinated with other areas of learning.
- () 4.4.1.2.6 Specific instruction is provided to develop skills in using visually oriented equipment and materials.
- () 4.4.1.2.7 Qualified and competent consultation is available for diagnosis, prescription and the effective use of low vision aids.

Comments:

- () 4.4.1.3 Tactile training is provided to each student.
- () 4.4.1.3.1 Every student during tactile training has exposure to classroom activities promoting and/or enhancing tactile exploration.
- () 4.4.1.3.2 Efforts are made to make all personnel involved with the students aware of the importance of tactual exploration.
- () 4.4.1.3.3 Lessons are planned to provide for the individual student's sequential development in braille readiness.
- () 4.4.1.3.4 Tactile training activities are coordinated with other areas of learning.
- () 4.4.1.3.5 Specific instruction is provided to develop skills in using tactile equipment and instruction.

Comments:

- () 4.4.1.4 Olfactory and gustatory training is provided to each student needing it.
- () 4.4.1.4.1 Lessons are provided to make students aware of the usefulness of the olfactory and gustatory senses in learning more about their environment.
- () 4.4.1.4.2 Olfactory, gustatory and other sensory training activities are coordinated with other areas of learning.

Comments:

- () 4.4.2 Language Development. Specific services in language development are provided.
- () 4.4.2.1 An individualized systematic and sequential language plan is developed and implemented to ensure the student's growth in the understanding and use of language.
- () 4.4.2.2 The plan is implemented by all personnel involved with the student, including the parents or guardians.
- () 4.4.2.3 The staff recognizes behavior which indicates the student's mode, ability and level of receptive language.
- () 4.4.2.4 The staff is capable of enhancing the student's initial mode of receptive and expressive language and promoting and developing greater receptive and expressive language skills.
- () 4.4.2.5 The staff measures and systematically records daily, in writing, the students' response to receptive and expressive language input.
- () 4.4.2.6 Instructional activities in language development are coordinated with other areas of learning.

Comments:

- () 4.4.3 Written Communication. The curriculum is directed toward clearly formulated objectives which include all types of written expression (check those regularly included in the curriculum):

_____ Symbols (Bliss)	_____ Large print
_____ Rebus	_____ Regular print
_____ Typing	_____ Braille
	_____ Other (specify)

Comments:

- () 4.4.3.1 Each student is encouraged to learn and use the type of written communication which is individually least restrictive.
- () 4.4.3.2 Development of skills in written communications is planned to supplement all other phases of the student's education.
- () 4.4.3.3 Activities are provided to stimulate development of a broad range of writing skills (check those of the following activities which are regularly provided):
- | | |
|--|---|
| _____ Holding a pen or pencil | _____ Use of rebus or Bliss Symbols in simple sentences |
| _____ Prewriting practice | |
| _____ Use of braille writer and slate and stylus | _____ Construction of simple, survival sentences in braille, typed or handwritten forms |
| _____ Hand lettering or cursive hand-writing | |
| _____ Typing | _____ Other (specify) |

Comments:

- () 4.4.4 Listening Skills. Instruction in listening skills is focused on helping the multihandicapped student make productive use of specialized techniques and equipment including amplification, aids, tools and educational materials by means of appropriate activities (check those of the following activities regularly used in instruction):
- _____ Listening to and following simple verbal directions
- _____ Watching and following simple directions given by signing
- _____ Listening to and retaining brief telephone messages
- _____ Other (specify)

Comments:

- () 4.4.5 Reading Skills. A basic reading program is included in the communication curriculum for those students who are able to benefit therefrom.
- () 4.4.5.1 Instructional activities are designed to develop basic familiarization with simple, survival words (e.g., hot, no, stop).

- () 4.4.5.2 Instruction is provided in the sounds represented by printed letters.
- () 4.4.5.3 Individually prescribed programs are followed for sequential development of reading skills.
- () 4.4.5.4 Opportunities are provided for practice in various communications methods as appropriate to the needs and abilities of the individual student.
- () 4.4.5.5 Supplementary reading activities are included in the curriculum for pleasure reading and instructional purposes.
- () 4.4.5.6 Reading instruction is designed to enhance all other guided learning experiences.

Comments:

- () 4.4.5.7 The program includes attention to developing skills of reading in a variety of media suitable to the range of needs and abilities of the students (check those media in which students regularly are given reading instruction):

_____ Braille	_____ Symbols
_____ Large print	_____ Rebus
_____ Regular print	_____ Pictures
_____ Typewriter print	_____ Tapes and records
_____ Handwriting	_____ Other (specify)

Comments:

- () 4.4.6 Numbers Concepts. The curriculum provides for introduction to numbers concepts and basic arithmetic skills with an emphasis on application to daily living skills.
- () 4.4.6.1 Multihandicapped students are regularly assessed for readiness to be placed in a mathematics class in the school's K-12 program, or its equivalent, whenever they have acquired the necessary skills with numbers concepts.
- () 4.4.6.2 Opportunities are provided for arithmetic manipulation of concrete materials.
- () 4.4.6.3 Activities are made available for learning how to use arithmetic materials in tactile, auditory or print forms for those students who can benefit therefrom.

- () 4.4.6.4 Those students with the requisite abilities are taught how to use calculators or the abacus.
- () 4.4.6.5 Instruction is provided in basic mathematical skills (check the skills regularly taught):
- | | |
|---------------------------------------|---|
| _____ One to one matching | _____ Telling time |
| _____ Simple addition and subtraction | _____ Understanding simple units of measure |
| _____ Understanding units of money | _____ Calendar reading |
| | _____ Other (specify) |

Comments:

- () 4.4.7 Basic Science. The program of study includes basic science information and concepts.
- () 4.4.7.1 Science information is related meaningfully to other fields of learning with emphasis on basic survival knowledge.
- () 4.4.7.2 Instructional activities are designed to teach practical knowledge with survival value (check the topics regularly included in instructional activities related to science):
- | | |
|--|--------------------------------|
| _____ Names and functions of parts of body | _____ Names of common animals |
| _____ Care of body and personal hygiene | _____ Seasons |
| _____ Essential foods | _____ Basic weather conditions |
| _____ Basic safety | _____ Other (specify) |

Comments:

- () 4.4.8 Basic Social Studies. The curriculum emphasizes human activities related to the student's environment.
- () 4.4.8.1 Concepts and skills are taught which relate to the needs of home and community living.
- () 4.4.8.2 Activities are provided to introduce basic understanding about society and other people.

- () 4.4.8.3 Discussions are held on subjects of current interest.
- () 4.4.8.4 Frequent field visits and other participatory activities are undertaken to further understanding of life in the home and community.

Comments:

- () 4.5 FACILITIES, MATERIALS AND EQUIPMENT. The school maintains appropriate facilities for use of multihandicapped students which meet standards for health, safety and accessibility as specified in *Section C-4, Physical Facilities*.
- () 4.5.1 Facilities. Classrooms and other school facilities are accessible to and readily usable by multihandicapped students.
- () 4.5.1.1 Individually variable lighting units are provided.
- () 4.5.1.2 Classrooms and residences are sound treated to facilitate maximum use of residual hearing.

Comments:

- () 4.5.2 Writing Materials. An ample supply of various writing materials and aids is available for writing instruction (check those of the following which are available in sufficient quantity):

_____ Pens and Pencils	_____ Slates and styli
_____ Large, smooth, flat surfaces	_____ Textured letters
_____ Tilt top desks	_____ Chalk and board
_____ Devices adapted for the physically handicapped	_____ Felt tip pens and board
_____ High intensity lamps	_____ Various papers for braille, typing and handwriting (ruled and plain)
_____ Typewriters	_____ Other (specify)

Comments:

- () 4.5.3 Listening Equipment. Sufficient equipment, in good order, is provided for instruction in listening skills (check those of the following which are available in sufficient number):

_____ Tape recorders (reel-to-reel and cassette) and earphones	_____ Record players
_____ Talking Book Machines and earphones	_____ Auditory trainers
_____ Regular radios	_____ Language masters
_____ Radio reading service receivers	_____ Tables, desks and storage space large enough for above
	_____ Other (specify)

Comments:

- () 4.5.4 Reading Materials. Adequate materials and equipment are available for reading instruction (check those of the following which are provided):

_____ One or more basic reading series in regular print, large print and braille	_____ Teacher-made materials
_____ Desks large enough to accommodate large volumes	_____ Flash Cards
_____ Common low vision aids	_____ Movie and slide projectors and screen
_____ Rebus kits	_____ Overhead projector
_____ Bliss symbols	_____ High intensity lamps and adjustable room lighting
_____ Talking Books and other pre-recorded materials	_____ Pleasure reading materials in regular print, large print, braille and recordings
_____ Tape recorders and earphones	_____ Adequate storage space
	_____ Other (specify)

Comments:

- () 4.5.5 Materials for Teaching Numbers Concepts. Instructional materials are available for teaching numbers concepts (check those of the following which are available):

_____ Chalk and board	_____ Abacuses
_____ Measures	_____ Electronic calculators (visual, auditory and tactile)
_____ Number line kits	_____ Disc and tape playback machines and earphones
_____ Braille mathematics aids	_____ Other (specify)
_____ Quisenaire rods	
_____ Stern arithmetic materials	

Comments:

- () 4.5.6 Science Materials. Various materials and equipment are provided for teaching basic science concepts (check those of the following which are available):

_____ Models of human and animal body parts	_____ Large demonstration table
_____ Models of plant life	_____ Personal hygiene materials
_____ Living plants	_____ Pictures and posters
_____ Living animals	_____ Other (specify)

Comments:

- () 4.5.7 Materials for Social Studies. A wide variety of materials is available in the classroom for instruction in basic social studies (check those of the following which are available):

_____ Pictures and posters	_____ Toys
_____ Small models of family members	_____ Playhouse
_____ Small models of various kinds of workers of both sexes	_____ Seasonal decorations
	_____ Other (specify)

Comments:

5. DEVELOPMENT OF PERSONAL AWARENESS

- () 5.1 PURPOSE. The curriculum for developing personal awareness is designed to assist each student in acquiring a clear and positive self-concept to guide the growth of individual personality and to help the student to cope with personal and interpersonal problems and situations.

Comments:

- () 5.2 SCOPE. Instruction ranges from a level of developing a simple recognition of self up to the acquisition of effective social skills and behavior.

Comments:

- () 5.3 PERSONNEL. The staff engaged in teaching self-concepts and guiding personality development has sound preparation in child growth and development.

- () 5.3.1 Demonstrated Knowledge. Staff demonstrates knowledge and skills pertaining to development of personal awareness by students.

- () 5.3.1.1 The staff demonstrates awareness of the importance of individual worth and dignity.

- () 5.3.1.2 The staff demonstrates knowledge of how to assist the student to develop a positive self-concept.

- () 5.3.1.3 The staff demonstrates knowledge of the importance of individual personality development.

- () 5.3.1.4 The staff demonstrates knowledge of appropriate student behaviors, acts to reinforce appropriate behaviors and strives to eliminate inappropriate behaviors.

- () 5.3.2 Consistency of Expectations. The staff's expectations of students are made known with consistency, thereby promoting a sense of security in the students.

- () 5.3.3 Individualization. Staff members make themselves available to the student on an individual basis to help in working through personal and individual problems.

Comments:

- () 5.4 INSTRUCTIONAL ACTIVITIES. Instructional activities in self-concept and personality development are purposefully organized to contribute to the implementation of the individualized education program of each student.
- () 5.4.1 Self-Concept. The curriculum includes specific activities designed to facilitate the development of an appropriate self-concept.
- () 5.4.1.1 Staff expectations are compatible with the individual student's potential.
- () 5.4.1.2 Appropriate modeling behaviors are provided.
- () 5.4.1.3 Opportunities are provided for students to interact with peers and adults.
- () 5.4.1.4 Instructional activities related to self-concept are coordinated with other curricular programs.

Comments:

- () 5.4.2 Coping with Personal Problems. Specific instruction is provided in methods of working through personal or interpersonal problems.
- () 5.4.2.1 Training is provided in appropriate methods of self-expression (pleasure, anger, frustration, anxiety).
- () 5.4.2.2 Instructional staff is alert to signs of need for referral to the educational diagnostic and counseling staff for professional help with serious personal or behavior problems.

Comments:

- () 5.4.3 Social Skills. Specific instruction and activities are provided, according to the student's level of social maturity, for the acquisition of social skills (check those of the following skills for which specific activities are provided):

- | | |
|-----------------------------------|-------------------------------------|
| _____ Getting along with others | _____ Respecting personal property |
| _____ Developing responsibility | _____ Respecting property of others |
| _____ Taking turns, sharing | _____ Showing respect for authority |
| _____ Respecting rights of others | _____ Other (specify) |

Comments:

6. MUSIC

- () 6.1 PURPOSE. The basic purposes of music instruction for multihandicapped students are: to develop auditory sensory awareness by movement to rhythm, singing and playing; to develop skills of listening and music appreciation; to help develop interpersonal relationships and to achieve therapeutic results.

Comments:

- () 6.2 SCOPE. Music instruction is provided to all multihandicapped students from those who are just acquiring concepts of sound and rhythm to those who function at a level of aesthetic appreciation.

- () 6.2.1 Music Talent. Musical talent is recognized and advanced when appropriate

- () 6.2.2 Range of Basic Instruction. Basic music instruction encompasses a wide range of learning sequences (check those of the following which are given attention):

☐ Body image	☐ Appreciation
☐ Self-identification	☐ Spatial awareness
☐ Movement	☐ Directionality
☐ Listening	☐ Vibration
☐ Creativity	☐ Speech rhythm
☐ Self-expression	☐ Body rhythm
☐ Pleasure	☐ Other (specify)

Comments:

- 6.3 PERSONNEL. The school employs a music specialist to coordinate all musical activities for multihandicapped students.

- 6.3.1 The music specialist is a graduate of a college or university with a major in music education or music therapy.

- 6.3.2 The music specialist is licensed or certified by the state in music education or music therapy.

- 6.3.3 The music specialist assists other staff members with students' music programs.

- 6.3.4 The music specialist provides music instruction and/or music therapy in coordination with other instructional programs.

Comments:

- () 6.4 INSTRUCTIONAL ACTIVITIES. Instructional activities in music contribute to the implementation of the individualized education program of each multihandicapped student.
- () 6.4.1 Supplementary Values of Music Instruction. Music instruction is incorporated into other curricular activities as a supplementary method for teaching various skills.
- () 6.4.1.1 Music is used to enhance the development of sensory and motor skills.
- () 6.4.1.2 Music is used to facilitate the acquisition of social skills.
- () 6.4.1.3 Music is used to increase listening skills.
- () 6.4.1.4 Music is used to enhance the development of cognitive skills.

Comments:

- () 6.4.2 Intrinsic Values of Music Instruction. Instruction in music is designed to form a basis for lifelong pleasurable pursuits.
- () 6.4.2.1 Music activities are geared to the individual needs, interests and abilities of students.
- () 6.4.2.2 Exploratory experiences with a variety of musical instruments are arranged for students as appropriate.
- () 6.4.2.3 Activities are provided to develop individual skills in using musical equipment and instruments as appropriate.
- () 6.4.2.4 Participation by multihandicapped students in music and cultural activities and program within the community is encouraged as appropriate.

Comments:

- () 6.5 FACILITIES, MATERIALS AND EQUIPMENT. Instructional materials, music equipment, and musical instruments are available in adequate quantity, quality, and variety and are maintained in good working order.

Comments:

7. MOTOR DEVELOPMENT

- () 7.1 PURPOSE. The motor development curriculum for multihandicapped students is designed to enhance physical growth and development and to assist the student in learning to move freely and independently, restricted only by noncorrectable physical limitations of the individual.

Comments:

- () 7.2 SCOPE. The motor development curriculum is sequentially organized to enable the student to develop both fine and gross motor skills from the simplest level to the optimum level of functioning.

Comments:

- () 7.3 PERSONNEL. The regular instructional staff is augmented on a systematic basis by the school's occupational and/or physical therapists, physical education staff, orientation and mobility specialists or by appropriate consultation in these disciplines.
- () 7.3.1 Role of Specialists. Specialist staff or consultants assist instructional staff in the program for multihandicapped students.
- () 7.3.1.1 Therapists and specialists provide individual and group services to multihandicapped students.
- () 7.3.1.2 Therapists and specialists demonstrate techniques which are appropriate for application by teachers working with multihandicapped students.
- () 7.3.2 Role of Other Personnel. Other personnel assist in the motor development program for multihandicapped students and take into account the individual student's gross and fine motor functioning levels.
- () 7.3.3 Inservice Training. Special attention is given to provide inservice training about motor development to all personnel who work with students in these activities.

Comments:

- () 7.4 INSTRUCTIONAL ACTIVITIES. Instructional activities in motor development contribute to the implementation of the individualized education program of each student.

Comments:

- () 7.4.1 Motor Training Plan. Activities provided for each student are based on a motor training plan developed from a comprehensive assessment of needs, abilities and limitations including medical evaluations conducted in accordance with the standards of Section D-27, Health Services.
- () 7.4.1.1 Provision is made for implementation and reinforcement of each student's motor training plan by all school personnel who work with the multihandicapped student and by the parents or guardians.

- () 7.4.1.2 Motor training is an integral part of the total educational program for multihandicapped students.
- () 7.4.1.3 Lessons are planned and implemented to assist in sequential development of fine and gross motor skills.
- () 7.4.1.4 Corrective and adaptive motor activities are made available to students with special needs.
- () 7.4.1.5 Provision is made for appropriate training in travel skills for all multihandicapped students in accordance with *Section D-23, Program for Independent Living*.
- () 7.4.1.6 Motor activities are included which support the acquisition of social skills.
- () 7.4.1.7 Motor activities are provided which support the goals and activities of leisure education as called for in *Section D-25, Leisure Education*.

Comments:

- () 7.4.2 Physical Education. Multihandicapped students participate in a broad range of physical education activities conducted by the school.
- () 7.4.2.1 Physical education and motor development activities are closely related to each other and to other curricular programs.
- () 7.4.2.2 Appropriate opportunities are provided for multihandicapped students to be involved in local community and state physical education programs and activities (e.g., Special Olympics).
- () 7.4.2.3 General medical and vision examinations are conducted prior to authorization to participate in athletics.
- () 7.4.2.4 Specific instruction is given in those activities that will enhance body health throughout life.
- () 7.4.2.5 Specific instruction is provided to develop skill in using physical education equipment.
- () 7.4.2.6 Specific instruction is provided which promotes student safety in physical education activities.

Comments:

- () 7.5 FACILITIES, MATERIALS AND EQUIPMENT. Adequate facilities, materials and equipment are available for motor development activities.
- () 7.5.1 Facilities. Appropriate instructional settings are available.
- () 7.5.1.1 Facilities are large enough for the number of students using them.
- () 7.5.1.2 Facilities are barrier free and conducive to freedom of movement.

Comments:

- () 7.5.2 Materials. An adequate variety of instructional materials is provided for motor development.
- () 7.5.2.1 A sufficient stock of materials in good repair is available.
- () 7.5.2.2 Reference works on a variety of games, sports and recreational activities are available.
- () 7.5.2.3 Reference books regarding health and safety are available.

Comments:

- () 7.5.3 Equipment. Adequate equipment is provided.
- () 7.5.3.1 Some of the equipment is specially adapted to facilitate the motor development of multihandicapped students.
- () 7.5.3.2 Common equipment found in the community which can be used by multihandicapped students is available.

Comments:

8. PREVOCATIONAL TRAINING

- () 8.1 PURPOSE. The purpose of the prevocational component of the curriculum for multihandicapped students is to assist students to acquire optimum proficiency in a variety of manual skills.

Comments:

- () 8.2 SCOPE. Instruction ranges from basic skills needed for school and home life to a more advanced level including career awareness by drawing from a variety of traditional subject areas.
- () 8.2.1 Contributing Areas of Study. A wide variety of learning opportunities is included in prevocational training (check those which are regularly included in training):
- | | |
|---------------------------------|-----------------------|
| _____ Arts and crafts | _____ Industrial arts |
| _____ Home making | |
| _____ Simulated work activities | _____ Other (specify) |

Comments:

- () 8.2.1.1 Emphasis is given to assisting each student to attain skills that enhance maximum independent functioning in the home and community.
- () 8.2.1.2 All multihandicapped students, male and female, are included in the prevocational skills program.
- () 8.2.1.3 Provision is made for teaching prevocational skills to even the most extensively handicapped students.

Comments:

- () 8.3 PERSONNEL. An adequate number of qualified personnel is employed in the prevocational program.
- () 8.3.1 Teachers. Teachers are specifically prepared for the special subjects they teach.
- () 8.3.2 Paraprofessionals. Paraprofessionals, aids and volunteers, are specifically trained in their responsibilities.

Comments:

- () 8.3.3 Houseparents. Houseparents are included in prevocational skills instruction as called for in *Section D-26, Residential Living Program.*
- () 8.3.4 Sufficient Staff. Sufficient staff is provided so that no student is left working alone for more than a short time.

Comments:

- () 8.3.5 Consultation. Consultation is available and utilized from specialists such as occupation and physical therapists and educational resources program staff to assist in adapting activities, devices and educational materials to meet the needs of individual students.

Comments:

- () 8.4 INSTRUCTIONAL ACTIVITIES. A suitable range of prevocational activities is included to contribute to the implementation of the individualized education program of each student.
- () 8.4.1 Arts and Crafts. The arts and crafts curriculum includes experience in self-expression.
- () 8.4.1.1 Activities are designed to be therapeutic as well as pleasurable.
- () 8.4.1.2 Emphasis is placed on acquisition of practical skills according to the interests and abilities of the individual student.
- () 8.4.1.3 Multiple opportunities are provided for multihandicapped students to explore the environment and communicate their experiences through arts and crafts.
- () 8.4.1.4 Activities are designed to enhance skills needed for related prevocational training.

Comments:

- () 8.4.1.5 Many types of arts and crafts materials are provided.
- () 8.4.1.6 A wide variety of experiences is provided for creative expression (check those of the following which are regularly included in the program):

- | | |
|---------------------------------|--|
| _____ Modeling and carving | _____ Squeezing, rolling and patting |
| _____ Tearing and stuffing | _____ Selecting materials on field trips |
| _____ Exploring the environment | _____ Caning and basketry |
| _____ Drawing and painting | _____ Other (specify) |
| _____ Weaving | |

Comments:

- () 8.4.2 Home Management. A wide variety of home management skills is covered which are relevant to life in the school residences and in the students' home environments.
- () 8.4.2.1 Instruction in home management skills emphasizes the acquisition of habits of orderliness, cleanliness, and safety.
- () 8.4.2.2 Housekeeping instruction and practical experiences emphasize the development of useful skills (check those activities which are regularly included):

☐ Vacuuming	☐ Machine laundering
☐ Dusting	☐ Dish washing
☐ Bed making	☐ Setting the table
☐ Hand laundering	☐ Other (specify)

Comments:

- () 8.4.2.3 Cooking instruction includes practical activities designed to help the student successfully prepare and serve a simple nourishing meal (check those activities which are regularly included):

☐ Identifying common foods by correct names	☐ Use of stoves and ovens
☐ Food shopping	☐ Use of refrigerators
☐ Food storing	☐ Other (specify)

Comments:

- () 8.4.2.4 Instruction is given in clothing care reinforced by practical experiences in maintaining personal clothes (check those activities regularly included in instruction):

☐ Identifying clothing articles by correct name	☐ Sorting and folding
☐ Washing and drying	☐ Proper storing
	☐ Basic sewing
	☐ Other (specify)

Comments:

- () 8.4.3 Industrial Arts. The curriculum emphasizes the use of simple tools and demonstrates the pleasures of making useful objects and repairs.
- () 8.4.3.1 The content of instruction covers the usage of simple household, garden and shop tools.
- () 8.4.3.2 Basic safety practices are taught for use of all tools.
- () 8.4.3.3 Projects which the student can bring to completion as an individual or on an "assembly line" basis are included.
- () 8.4.3.4 Instruction includes use of tools in simple repairs.
- () 8.4.3.5 A variety of activities is provided to acquaint students with various construction materials and uses of tools.
- () 8.4.3.6 Instruction emphasizes the development of skills that may transfer to related prevocational and vocational settings.
- () 8.4.3.7 Opportunities are made available for students to learn the names and uses of common tools (check those of the following which are available and regularly used in instruction):

_____ Hammer	_____ Vise
_____ Screwdriver	_____ Measures
_____ Pliers and wrenches	_____ Shovels and rakes
_____ Cutting and sawing implements	_____ Other (specify)
_____ Brooms and mops	

Comments:

- () 8.4.3.8 A variety of learning experiences is provided in using common tools for practical purposes (check those of the following experiences included in instruction):
- _____ Construction of practical wood or plastic items
- _____ Wiring of simple, battery-operated items
- _____ Repairs of actual household, garden and shop items
- _____ Printing of pre-set materials
- _____ Cleaning, reassembly of simple household, garden and shop items
- _____ Other (specify)

Comments:

- () 8.4.4 Career Awareness. Appropriate instruction and activities are provided to stimulate career awareness (check the following experiences which are included in the curriculum in relation to career awareness):

_____ Task completion	_____ Role of authority
_____ Independent work	_____ Application of living skills
_____ Group work	_____ Provision of vocational counseling
_____ Attentive listening	_____ Practice in work habits and attitudes
_____ Presentation of occupational information and models	_____ Other (specify)
_____ Visits to work sites	

Comments:

- () 8.5 FACILITIES, MATERIALS AND EQUIPMENT. Instructional facilities are adequate in size and accessible by all students; materials and equipment are available in sufficient quantity, quality and variety for the prevocational program.
- () 8.5.1 Adaptations. Equipment, devices and materials are suitably adapted to meet the individual physical and learning capacities of the students including those in wheelchairs.
- () 8.5.2 Accessibility. Facilities are accessible to all students.

Comments:

9. WORK EXPERIENCE PROGRAM

- () 9.1 PURPOSE. The purpose of the work experience program is to provide sequential learning experiences for students to obtain first-hand knowledge of the world of work and to develop and refine useful skills and habits through appropriate part-time paid employment.

Comments:

- () 9.2 SCOPE. Implementation of the work experience program involves close cooperation and coordination of activities both on and off campus.
- () 9.2.1 Coordination of School Programs. The work experience program is well coordinated with all other school programs both during school hours and "after class" periods.
- () 9.2.2 Relationships with Employers. Cordial and open relationships are maintained with employers for provision of a sufficient number and variety of jobs to meet the developmental needs, skills and interests of the students.
- () 9.2.3 Support Services. The school provides effective support services to students and employers participating in the program.

Comments:

- () 9.3 PERSONNEL. One staff member is assigned to direct and coordinate the school's work experience program for students enrolled in the program for multihandicapped students and for those in the K-12 program (see Section D-22, Program for K-12 Students).

Comments:

- () 9.4 INSTRUCTIONAL ACTIVITIES. Work experiences are selected for their practical learning values in reinforcing and extending the knowledge and skills presented in the school's other instructional activities.
- () 9.4.1 Types of Work. The work experience coordinator, assisted by other staff, maintains ongoing relationships with employers and appropriate agencies to provide a sufficient number and variety of work experiences within the community and school.
- () 9.4.1.1 Work experiences are available in a variety of occupations.
- () 9.4.1.2 Work experiences are available for different ability and skill levels.
- () 9.4.1.3 Students are assisted in choosing jobs in which they can experience success.

Comments:

- () 9.4.1.4 The school is used for work experience placements (check those jobs regularly used as work experience opportunities):

☐ Classroom aide	☐ Maintenance worker
☐ Clerical worker	☐ Receptionist
☐ Food service worker	☐ Residential living aide
☐ Groundskeeper	☐ Snack bar or canteen worker
☐ Health services aide	☐ Switchboard operator
☐ Laundry worker	☐ Other (specify)
☐ Library aide	

Comments:

- () 9.4.1.5 Placement opportunities are maintained in the community (check those types of work which are regularly used as work experience opportunities):

☐ Communications work	☐ Retail sales
☐ Health services	☐ Sheltered workshop employment
☐ Office and clerical work	☐ Other (specify)
☐ Manufacturing jobs (commercial)	

Comments:

- () 9.4.2 Relevancy. Work experiences provide realistic opportunities to perform useful tasks.
- () 9.4.2.1 Students enrolled in prevocational and vocational education courses are provided with work experiences related to these studies and the regular job market.
- () 9.4.2.2 Students participate in the selection and evaluation of work experiences.
- () 9.4.2.3 When appropriate, work experiences are provided which are related to common types of job openings in the students' home communities.
- () 9.4.2.4 Opportunities are provided for students to increase their tolerance for work.

Comments:

- () 9.4.3 Work Familiarization. Work experiences are utilized as a base for practical instruction in seeking and holding employment (check those which are regularly covered):

_____ Interviews	_____ Compensation (piece rates, hourly wage)
_____ Completion of forms	_____ Pay schedules, raises, deductions
_____ Social relations with co-workers	_____ Timekeeping
_____ Social relations with the public	_____ Quantity and quality expectations
_____ Relations with supervisors	_____ Transfers or requests for new assignment (by worker or employer)
_____ Seeking assistance or instructions	_____ Other (specify)
_____ Safety procedures	

Comments:

- () 9.4.4 Job Training. Each work experience opportunity is analyzed and the instructional components of each job are identified in writing in terms of specific educational objectives (check those skills regularly included in job training):

_____ Technical skills needed	_____ Communications skills needed
_____ Personal skills needed	_____ Orientation and mobility skills needed
_____ Social and interpersonal skills needed	_____ Other (specify)

Comments:

- () 9.4.5 Employer Relations. School staff works cooperatively in identifying the work and instructional components of each job and in working out adjustment problems of the student worker (check those activities which are regularly accomplished):

_____ Preliminary visit
_____ Regular visits while student is on the job
_____ Use of forms for employer to evaluate the student's work
_____ Other (specify)

Comments:

- () 9.4.6 Support Services for Students. Provision is made in the work experience program to assist each student in developing any special skills which may prove to be needed, and in working out any logistical or adjustment problems which arise (check those provisions which are made):

_____ Transportation arrangements
_____ Route travel instruction for students for whom independent travel to the job is feasible
_____ Orientation to the work situation
_____ Adaptations needed for equipment or special aids
_____ Frequent conferences, evaluations and visits to the workplace
_____ Other (specify)

Comments:

- () 9.4.7 Legal Requirements. Any and all applicable laws and regulations are observed which pertain to paid employment and working conditions for student work experience programs.

- () 9.4.8 Safety Conditions. Students are placed only in a safe working environment.

- () 9.4.9 Credit. Course credit is earned for participation in the work experience program.

Comments:

- () 9.5 FACILITIES, MATERIALS AND EQUIPMENT. Adequate facilities, materials and equipment are available for use in the work experiences program.

Comments:

10. PROGRAM EVALUATION

- () 10.1 PURPOSE. The school uses various systems for evaluation of the program for multihandicapped students to monitor the application of human and financial resources, to appraise the progress made toward program goals, to measure the extent of achievement of established program objectives, to ensure consistency with the school's statement of philosophy of service and to assess student performance.

Comments:

- () 10.2 SCOPE OF PROGRAM EVALUATION. Evaluation of the program for multihandicapped students is conducted systematically and includes all relevant factors affecting the program.

- () 10.2.1 Long Range Plan. Progress toward reaching the long range goals of the program for multihandicapped students is reviewed each year and the findings used to aid in revising and extending the long range plan for the overall curriculum.

Comments:

- () 10.2.2 Annual Plan. The achievements of the program for multihandicapped students are measured against the specific objectives established in the annual program and financial plan and a review is made of the expenses of the program.

- () 10.2.2.1 The findings are used to aid in developing the next annual program and financial plan.

- () 10.2.3 Resources. Evaluation of the program for multihandicapped students encompasses the adequacy of available resources including personnel, facilities, materials and equipment.

- () 10.2.4 Evaluation Systems. The systems used for evaluating the program for multihandicapped students are themselves evaluated, from time to time, in terms of efficiency and effectiveness in achieving their purposes.

Comments:

() 10.2.5

Program Evaluation Checklist. The evaluations of the program for multihandicapped students are made in relation to a number of significant factors such as (check those which are regularly included in evaluation of this program):

- _____ Clarity of purpose
- _____ Effectiveness of planning processes
- _____ Breadth of participation in planning, instruction and evaluation
- _____ Adequacy of opportunities for the student to make decisions
- _____ Adequacy of opportunities for students to interact with the sighted community
- _____ Suitability of program content for blind, visually handicapped and multihandicapped students
- _____ Sufficiency of range of instructional activities
- _____ Adequacy of resources available for the program
- _____ Findings of follow-up studies
- _____ Other (specify)

Comments:

() 10.3

SCOPE OF STUDENT ASSESSMENT. Provisions are made for timely assessment of progress in relation to the various components of each student's individualized education program.

() 10.3.1

Individualized Education Program. Student assessment procedures are an integral part of the process of developing and revising, whenever indicated, each student's individualized education program.

() 10.3.2

Relationship to Program Evaluation. The findings of individualized student assessment are utilized in evaluation of the program for multihandicapped students.

Comments:

- () 10.3.3 Student Assessment. Student assessments are made in relation to a number of significant factors such as (check those which are regularly taken into account in student assessment):

_____ Developmental level
_____ Observed skills
_____ Student interest
_____ Adequacy of sequentiality of instruction
_____ Extent of participation in planning and assessment by the student and parents or guardian
_____ Recorded evidences of student growth and progress
_____ Utility of assessment procedures and instruments
_____ Readiness for more challenging educational experiences
_____ Suitability of available resources to serve the best interests of the student
_____ Other (specify)

Comments:

- () 10.4 PARTICIPATION IN EVALUATION. Provisions are made for broadly-based participation in the evaluations of the program for multihandicapped students.

- () 10.4.1 Sources of Input. Provision is made for appropriate participation in evaluations by members of the school's governing or advisory body, school administrators, the coordinator of the program for multihandicapped students, teachers, houseparents, aides or paraprofessionals and other staff, volunteers, students, parents or guardians and other consumers, specialized consultants and personnel of local education agencies, the state vocational rehabilitation agency and other specialized agencies for the blind and the state department of education.

Comments:

- () 10.4.2 Structure. Evaluations of the program for multihandicapped students are conducted by means of established systems with assigned responsibilities including a committee headed by the coordinator of the program for multihandicapped students or other designated individual.

Comments:

- () 10.5 UTILIZATION OF FINDINGS. Evaluation findings are summarized in writing and systematically used in the school's planning, budgeting and internal and public reporting activities.

Comments:

PROGRAMMING FOR IMPROVEMENT

Programming for improvement involves a continuous cycle of planning, implementation and evaluation. Accreditation is a structured method of evaluation and planning. When meshed closely with an organization's normal program and fiscal planning and evaluations, the accreditation process enhances the organization's capacities to effect improvements.

This final part of the Guide is intended to summarize and report on the principal findings of the self-study of the program evaluated on the preceding pages.

The first question is designed to elicit a listing of those features of the program which are deemed to be most outstanding.

Questions two through six are designed for the organization to summarize its program for improvement. Starting with a review of the recent past, these questions proceed through the present and into the future. Undoubtedly, the NAC self-study of this program has generated ideas for its improvement. Questions four through six are focused particularly on taking advantage of the momentum created by the self-study by setting forth a timetable for improvement which reflects or can be incorporated into the organization's normal planning system.

This summary will help the on-site review team to understand and to report on the program's strengths, the organization's recent achievements and its plans for the future. In this way, it also will assist the Commission on Accreditation in applying the following principle: if deficiencies exist, the organization is willing to remedy them and shows evidence of commitment to make the needed improvements in a reasonable time.

The "bottom line" for any human service program is its beneficial impact on the lives of the people it serves, and question seven asks about such impact. If the organization has conducted any recent follow-up studies, data from them as well as the broadly-based input received from participants in the self-study may be helpful in preparing this statement.

1. *What are the outstanding features of this program at this time?*

2. *What improvements or other changes were made in the fiscal periods from five years ago through two years ago?*

3. *What improvements or other changes were made in the most recently completed fiscal year?*

4. *What improvements or other changes have been introduced in the current fiscal year? (Indicate which were made as a result of the self-study. Also, if they have not yet been completed, indicate when completion is expected.)*

5. *What improvements are included in the plan for next fiscal year?*

6. *What additional improvements are contemplated in the long range plan?*

7. *What impact has this program had on the persons served?*

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SELECTED READINGS

BOOKS

- Caldwell, B. and Steadman, R. (Editors). *Infant Education: A Guide for Helping Handicapped Children in the First Three Years*. New York, NY: Welker & Co., 1976.
- Early Childhood Education for Diversely Handicapped Children*. Springfield, IL: Illinois State Office of Education, 1976.
- Finnie, Nancie. *Handling the Young Cerebral Palsied Child at Home*. New York, NY: Dutton-Sunrise Corp., 1975.
- Haring, N. (Editor). *Developing Effective Individualized Education Programs for Severely Handicapped Children and Youth*. Columbus, OH: Special Press, 1977.
- Learning Steps: A Handbook for Persons Working with Deaf-Blind Children in Residential Settings*. Sacramento, CA: California State Department of Education, 1976.
- Sontag E. *Educational Programming for the Severely and Profoundly Handicapped*. Reston, VA: Council for Exceptional Children, 1977.
- Wabash Center for Mental Retardation. *Guide to Early Developmental Training*. Boston, MA: Allyn and Bacon, 1977.

LEGISLATION

- Education for All Handicapped Children Act of 1975* (Public Law 94-142, November 29, 1975). Washington, DC: U. S. Government Printing Office, 1975.

DECLARATION

- Committee on Services for the Deaf-Blind. *A Declaration of Rights of Deaf-Blind Persons* (Helen Keller World Conference on Services to Deaf-Blind Youths and Adults, September 16, 1977). Winnetka, IL: World Council for the Welfare of the Blind, 1977.

JOURNALS

- AAESPH Review*. Seattle WA: American Association for Education of the Severely/Profoundly Handicapped.
- Education of the Visually Handicapped*. Philadelphia, PA: Association for Education of the Visually Handicapped.
- Exceptional Children*. Reston, VA: Council for Exceptional Children.
- Exceptional Parents*. Boston, MA: Psy-Ed Corporation.
- Journal of Visual Impairment and Blindness* (through 1976, *The New Outlook for the Blind*). New York, NY: American Foundation for the Blind.

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